

ASSESSMENT OF PARENTAL INVOLVEMENT AND ITS IMPACT ON CHILDREN'S SOCIAL DEVELOPMENT AND ACADEMIC ACHIEVEMENT

SANGEETA SIDOLA & PRIYANKA PANWAR

*Department of Human Development and Family Studies, College of Home Science, G.B Pant University of
Agriculture and Technology, Pantnagar, Uttarakhand, India*

ABSTRACT

Parents' involvement is considered vital for holistic development of children. Children socialize in the society and learn rules, norms, and principles of one's society through their parents. Parents' involvement in child's life fosters their success in school as well as later in life. Parents' involvement in child's life is important in daily life activities. Parents provide a safe and caring environment for children who support child's learning and help the child to develop a positive attitude towards schools, peers and society. Involvement of parents' augments educational achievement and development of social skills among children. For the study, the sample comprised of 50 parents and their children in the age group of 6 -12 years from Pantnagar, Uttarakhand. A Self-structured questionnaire was designed to assess parental involvement in their child's life and social development of children. The result of the study indicated that the parental involvement is high with the children. The social development of the children was also healthy and there exist a positive significant relationship between parental involvement and social development and academic achievement.

KEYWORDS: *Children, Schools, Society & Relationship*

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1. INTRODUCTION

Parents play foremost roles in the success of children. Socialization of children by parents helps in promoting internalization of educational and social goals. Parenting comprises of all such activities that involves parents in the holistic development of children. Parents' involvement leads to happy, healthy children who turn out to be successful in life. Parental involvement in the education of the children begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school (Durisic and Bunijevac, 2017). There are numerous studies that indicate that parents' involvement in education leads to increase in children's academic achievement (Epstein, 2009; Whitaker & Fiore, 2001). When parents engage in educational activities of their children at home, they also communicate their expectations for achievement in school and success in life. A positive learning experience at home enriches children's success in school education. This creates an increasing demand on family to provide parental support in child's education beyond the school structure. Involvement of parents in children's education does matter for their overall development, achievement, motivation and well-being at school. (Menheere & Hooze, 2010). Numerous studies have recognized that there is a strong positive bond between school and home, which play an important role in the development and education of children (Richardson, 2009; Sanders & Sheldon, 2009). Research has also revealed that successful students' have strong academic support from their involved parents (Sheldon, 2009). Parental involvement in children's education does positively affect school achievement (Epstein, 2001; Fan & Chen,

2001. Parent involvement is usually considered as an avenue for endorsing academic achievement. However, involvement of parents may also augment children's behavior at home as parents work to enhance social functioning and address problem behaviors (Nokali et al, 2010). Social interaction plays an essential part in the development of behavior and cognition. Children gain knowledge by interacting with their surrounding culture. The children are socially developed in the presence of adults who socialize them with the norms, beliefs, and behavior pattern of society.

Children can perform more with the assistance and guidance of their parents or caretakers. A growing literature has demonstrated benefits of parent involvement in social functioning of children (Rimm-Kaufman, Pianta, Cox, & Bradley, 2003; McWayne et al, 2004; Supplee, Shaw, Hailstones, & Hartman, 2004). The quantity of conversation and the guidance approach that parents exercise with their children have also been associated to cognitive development. Social interaction plays a fundamental role in the development of cognition and parent involvement is correlated with student higher academic achievement. Social interaction plays a fundamental role in the development of cognition. Children learn through their interactions with their surrounding culture. Children can do more with the help and guidance of an adult or other person more experienced than they can do by themselves. The amount of talk and the guidance style that parents use with their children have also been related to later language and cognitive development. Social interaction plays a fundamental role in the development of cognition and parent involvement is correlated with student higher academic achievement.

2. OBJECTIVES

- To assess parental involvement, social development and academic achievement of the children.
- To see relationship between parental involvement and child's social development and parental involvement and child's academic achievement.

3. METHODOLOGY

3.1 Locale of the Study

The study was conducted in Pantnagar, Uttarakhand with the parents and their children.

3.2 Selection of Sample

The sample for the present study comprised of 50 parents and their children who were living in the campus of Pantnagar University. The sample was selected by purposive sampling method to select parents with children in the age range of 6 -12 years. The respondents were explained the purpose of the study and assured that the information provided by them would be kept confidential and utilised only for research purpose.

3.3 Research Instrument

- Self-structured questionnaire for parental involvement
- Self-structured questionnaire for social development

4. RESULTS AND DISCUSSIONS

The present study was conducted to assess the parental involvement and its impact on child's academic achievement and social development. The collected data were analyzed to achieve the objectives of the study and results have been discussed under the following section and sub-section.

- General information of the respondents
- Assessment of parental involvement social development and academic achievement
- Correlation between parental involvement and social development and academic achievement of children

4.1 General Information of the Respondents

The table 1 elucidates the general information of the children the data revealed that more than half of the boys (56%) lie in the age range 10-12 years of age and more than half of the girls (52%) lie in the age range 6-9 years of age and more than half of the boys (56%) were between the 4th -6th class and girls (52%) were in 1-3rd class and more number of boys (60%) and girls (48%) were first born.

4.1.1 Personal Characteristics of the Respondent: For Children

**Table 1: Per cent Distribution of Respondents as per their
Socio-Personal Characteristics**

Variable	Male	Female
Age		
6-9	11(44)	13(52)
10-12	14(56)	12(48)
Class		
1 st - 3 rd	11(44)	13(52)
4 th - 6 th	14(56)	12(48)
Number of Siblings		
1	7(28)	8(32)
2	11(44)	9(36)
3	5(20)	4(16)
4 or above	3(12)	4(16)
Birth Order		
1	15(60)	12(48)
2	6(24)	6(24)
3	3(12)	4(16)
4	1(4)	3(12)

Figure in parentheses indicate percentage

4.1.2 Personal Characteristics of the Respondent: For Parents

The data revealed that both the males and females respondent's lies in the age range between 26-30 of age. Further the data regarding family income showed that 40 per cent of the family lie in the income group of 10-20,000, 36 per cent in the income group of 21-30,000 and 24 per cent in the income group of 31-40,000.

The data envisaged that maximum number of family (60%) was nuclear in type and 30 per cent fall in the category of joint family. The data showed that 48 per cent families lie in the family size of 4-6 members, 32 per cent lie in the size of 1-4 members and 20 per cent in the size of 7-9 members. Moving towards the educational level of the parents the more number of father of the respondents were intermediate (44%) followed by graduate and above and matriculate. The equal number of mothers of the respondents was intermediate (36%) and matriculate (36%) followed by graduate and above and illiterate. The occupational data showed that the majority of the males were doing either private or government job (68%) while majority of the mothers were housewife (72%).

Table 2: Per Cent Distribution of Respondents as per their Socio-Personal Characteristics

Variable	Male	Female
Age		
26-30	11(44)	11(44)
31-35	10(40)	10(40)
36-40	4(16)	4(16)
Family Income		
10,000-20,000	10(40)	10(40)
21,000-30,000	9(36)	9(36)
31,000-40,000	6(24)	6(24)
Family Type		
Nuclear	15(60)	15(60)
Joint	10(40)	10(40)
Family Size		
1-3	8(32)	8(32)
4-6	12(48)	12(48)
7-9	5(20)	5(20)
Education		
Illiterate	-	2(8)
Matriculate	6(24)	9(36)
Intermediate	11(44)	9(36)
Graduate and above	8(32)	5(20)
Occupation		
Unemployed/Housewife	-	18(72)
Business	2(8)	-
Job (private/Govt.)	17((68)	5(20)
Labourer	6(24)	2(8)

Figure in parentheses indicate percentage

4.2 ASSESSMENT OF PARENTAL INVOLVEMENT

The table 2 revealed the following dimensions of parental involvement:

- **Participation in School Events**

The data showed the high level of parental participation of parents in school events. The participation of mothers (68%) was more than the father (48%).

- **Parents Participate in Parent's Teacher Meeting**

The data showed the moderate level of participation of the parents in the parent's teacher meeting mothers (48%) outnumbered the fathers (40%).

- **Assistance in School Assignment**

The data revealed that high level of assistance was provided by the parents to prepare assignments i.e. father's involvement 40 per cent and mothers 44 per cent.

- **Discussion on Socially Accepted Behaviour**

The data showed that more than half of the parents were highly involved in talking about the socially accepted behaviour. Mothers (56%) slightly outnumbered the fathers (52 %).

- **Motivation for Co-Curricular Activities**

The data showed that majority of the parents highly motivate their child for co-curricular activities. In case of father 68 per cent of the father's motive their children for co- curricular activities and in case of mothers 60 per cent of the mothers motive their children for co- curricular activities.

- **Tuition Enrolment**

The data envisaged that more than half of the parent's (52%) moderately favours sending children for extra tuition.

- **Time Spend with Child**

The data regarding time spent with the child revealed that in case of fathers they moderately spent time with the kids i.e. 48 per cent and mothers are highly involved with the children i.e. 68 per cent.

- **Talk to Child about Daily Activities**

The data showed that both the parents highly involved in talking to child about daily activities. The mothers (64%) were more involved than the fathers (44%).

- **Invite Child's Friend on Social Occasion**

The data regarding the invitation to the child's friend on social occasion revealed that more number of fathers (44%) was moderately involved in inviting friend while in case of mothers more numbers of mothers (40%) were highly involved in inviting child's friend for the social occasion.

- **Plan Vacation with Child**

The data indicated that both in case of mother (52%) and father (52%) more than half of the parents were moderately involved in planning vacation with the child.

Table 3: Per Cent Distribution of Respondents as per their Level of Parental Involvement

Level of Parental Involvement	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
1. Participation in School Events				
Low	6	24	2	8
Moderate	7	28	6	24
High	12	48	17	68
2. Participation in Parent Teacher Meeting				
Low	9	36	8	32
Moderate	10	40	12	48
High	6	24	5	20
3. Assistance in School Assignment				
Low	8	32	9	36
Moderate	6	24	5	20
High	10	40	11	44

Table 3: Contd.,				
4. Discussion on Socially Accepted Behaviour				
Low	7	28	5	20
Moderate	5	20	6	24
High	13	52	14	56
5. Motivation for Co-curricular Activities				
Low	2	4	2	4
Moderate	6	24	8	32
High	17	68	15	60
6. Tuition Enrolment				
Low	6	24	6	24
Moderate	13	52	13	52
High	6	24	6	24
7. Time Spend with Child				
Low	6	24	2	8
Moderate	12	48	6	24
High	7	28	17	68
8. Talk About Child's Daily Activities				
Low	5	20	2	4
Moderate	9	36	7	28
High	11	44	16	64
9. Invite Child's Friend on Social Occasion				
Low	7	28	9	36
Moderate	11	44	6	24
High	7	28	10	40
10. Plan Vacation with Child				
Low	6	24	6	24
Moderate	13	52	13	52
High	6	24	6	24

4.2.2 ASSESSMENT OF SOCIAL DEVELOPMENT OF CHILDREN

The Table 4 reveals the following points:

- **Play like Most**

The data showed in case of boys' more than half number of boys (56%) were involved in associative play while in case of girls equal number of girls were involved in associative play and cooperative play i.e. 36 per cent.

- **Like to Do in Free Time**

Asking about the free time likings more number of both the boys (44%) and girls (48%) like to talk to their parents in the free time.

- **Enjoy Vacation with Parents**

The data revealed that majority of the children enjoy vacation with parents i.e. 56 per cent boys and 68 per cent girls.

- **Response when Mother's Friend Come**

The data envisaged that when parents friend come at home 48 per cent of the boys and 64 per cent of the girls responded that they greet them warmly.

- **Talk to Parents about Friends**

The data regarding discussing with the parents about their friends majority of the respondents said yes they talk to their parents about their friends i.e. 68 per cent of the boys 76 per cent of the girls.

- **Birthday Celebration Preferences**

Data regarding the birthday celebration preferences the data revealed that majority of the children wish to celebrate their birthday with their parents i.e. 64 per cent of the boys and 76 per cent of the girls.

Table 4: Per cent Distribution of Respondents as per their Social Development

Social Development	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
1. Play like Most				
Solitary	2	8	4	16
Parallel	3	12	3	12
Associative	14	56	9	36
Cooperative	6	24	9	36
2. Like to do in Free Time				
Play with friends	8	32	9	36
Spend time parents	11	44	12	48
Work lonely	6	24	4	16
3. Enjoy Vacation with Parents				
Yes	14	56	17	68
No	11	44	8	32
4. Response when Mother's Friends Visit				
Greet her	12	48	16	64
Be reluctant	5	20	3	12
Shy and hide	8	32	6	24
5. Talk to Parents About Friends				
Yes	17	68	19	76
No	8	32	6	24
6. Birthday Celebration Preferences				
Friends	2	8	3	12
Family	16	64	19	76
Both	7	28	3	12

4.2.3 Academic Achievement

The academic achievement of the children was assessed through the last examination report and the results showed that the maximum of the respondents were having 'A' grade in their examinations.

4.3. Correlation between Parental Involvement and Social Development and Academic Achievement of Children

Table 5 envisages the correlation between different dimensions of parental involvement and social development and academic achievement and the data revealed that the maximum dimensions of the parental involvement were positively significantly correlated with the social development i.e. discussion on socially accepted behaviour of the children, motivation for co-curricular activities, time spend with child, talk about child's daily activities, Invite child's friend on social occasion and plan vacation with child (0.40, 0.68, 0.89, 0.76, 0.72, 0.83 and 0.79 respectively). Further dimensions of parental involvement were positively significantly correlated with academic achievement i.e. participation in school events (0.70), parents participate in parent's teacher meeting (0.65), Assistance in School assignment (0.87), Time

spend with child(0.62), Tuition Enrolment(0.77) and Talk about child's daily activities (0.70).

Table 5: Correlation between Parental Involvement and Social Development and Academic Achievement of Children

Dimension of Parental Involvement	Social Development	Academic Achievement
Participation in school events	0.40*	0.70*
Parents participate in parent's teacher meeting	0.32	0.65*
Assistance in School Assignment	0.21	0.87*
Discussion on Socially Accepted Behaviour	0.68*	0.23
Motivation for Co-curricular Activities	0.89*	0.24
Time spend with child	0.76*	0.62*
Tuition Enrolment	0.30	0.77*
Talk about child's daily activities	0.72*	0.70*
Invite child's friend on social occasion	0.83*	0.14
Plan vacation with child	0.79*	0.25

*Significant at 0.05 level of significance

5. CONCLUSIONS

The study emphasized the parental involvement and its impact on child's development and the data revealed that the parents were involved with their children, they have shown a healthy involvement and the children were socially developed. The results also exhibits that there exist a positive significant correlation between parental involvement and social development and academic achievement of the children.

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